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ABSTRACT

Variations of a social studies unit on Middle Eastern culture, history, and geography are presented to aid secondary school classroom teachers as they develop and implement Middle Eastern area studies educational programs. The guide is presented in four parts, each of which represents one version of the unit. Teachers are directed to select the unit which is the most appropriate for use in their classrooms according to whether they have three, six, nine, or 18 weeks available. Each unit is organized into four major categories--geography; politics, history, and economics; religion; and life style. Information includes copies of outline maps, suggestions about appropriate books and filmstrips, discussion questions, background information, definitions, and case studies. Supplementary topics are suggested for each unit, according to the time allocated. Activities involve students in investigating stereotypes, map and globe work, reading and writing exercises, library research, analyzing filmstrips, and discussing controversial issues in the classroom. A bibliography concludes the document. (DB)

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The Middle East Content Priority Teaching Guide

by

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Washington, D.C.
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As events in the Middle East increasingly affect the lives of Americans, expanded interest in the Middle East is generated and educators are more frequently called upon to provide courses or parts of courses focusing on this critical area. Even a well-informed teacher, however, faces unusual difficulties when planning course content. Unfortunately, the majority of school social studies textbooks concentrate on the ancient Middle East and generally provide only slight, often inaccurate, information about the culture and history of this area since then.

Both the difficulty of finding suitable sources of information and of representing very different cultures in the classroom for young students create very considerable problems for a high school social studies teacher offering a course or course unit on the Middle East. More and better information about the Middle East is now generally available then was the case until recently, but the observation that there is a paucity of good textbooks for secondary level students, documented in the Middle East Studies Association's The Image of the Middle East in Secondary School Textbooks (1975), still obtains. The Middle East Resource Guide, companion to this Guide and issued by the Middle East Institute earlier this year, is intended to provide guidance to users of films and filmstrips in particular. Other listings and evaluations, especially those being produced by various outreach

programs at university Middle East study centers, will further help point the way to the better materials which have been produced.

More challenging than the difficulty of finding and obtaining suitable teaching materials is the problem of how to present to young students, almost entirely lacking in previous familiarity with the area under study, a meaningful sense of very different cultures, their religion, history and social values. This is compounded by the fact that few teachers have had any significant formal training in Middle East area studies. Such an absence of student and teacher background in an inherently complex and difficult subject makes it yet harder to counteract the shallow perceptions and simplistic stereotypes which persist. This is true with reference to all the peoples and cultures of the Middle East. If particular stress is placed on acquiring an appreciation of Arab-Islamic culture, it reflects not only the importance to Americans of doing so--for a variety of reasons--but also the need to overcome a persistent legacy of misunderstanding and ignorance. The Guide seeks to assist teachers by suggesting those topics essential to an understanding of the subject and by directing them to readings and other teaching materials best suited to providing important information and insights.

The Content Priority Teaching Guide is intended not to provide lesson plans but to offer suggestions as to essential

elements, as tested in the classroom, which should be included in courses examining the Middle East. It addresses specifically the need for guidance as to what can most profitably be included in courses or course units for which widely varying amounts of time are available. Hence the Guide is divided into four self-contained parts, structured to cover 3,6,9 and 18 weeks.

Each part begins with a section on geography, proceeding to cover history, politics and economics as a unit, then religion and, finally, various aspects of life in Middle Eastern societies. Emphasis, in the first section, is placed upon acquiring a grasp of both the physical and social geography of the Middle East as a foundation for subsequent learning. Teachers are directed to some of the better available maps and atlases. Films and filmstrips will be a useful supplement in portraying lands and peoples.

The section dealing with history, politics and economics lays stress on communicating a sense of how current issues and problems have developed from the historical pattern of events. Thus, for example, the rise of Arab and Jewish nationalism is proposed for discussion, together with a consideration of relevant international factors, as a context for discussing the Arab-Israeli conflict.

It is proposed that religion be approached so as to include topics for discussion which will promote an understanding that

goes beyond stereotypes and a simplistic description of ritual and theological precepts. Islam is compared and contrasted with Judaism and Christianity to suggest shared perceptions and values as well as differences. In the longer units (9 and 18 weeks) topics are included which relate religion to contemporary political, social and economic issues.

The last section of the Guide, titled "Life in Middle Eastern Societies," suggests a variety of topics for discussion designed to provide insights into elements of similarity and difference in the basic human condition of Americans and peoples of the Middle East. Such subjects as the place of the family in society, roles of men and women, the impact of modernization on society and the problem of intercultural communication are included.

The Middle East Institute Content Priority Teaching Guide reflects several years of experience in presenting the Middle East to a high school social studies class as well as numerous exchanges of information and viewpoints with fellow secondary level teachers and with university scholars, including heads of outreach activities programs. It is hoped that both the attempt to incorporate in the Guide insights obtained from these several sources and the flexibility in the approach to the problem of varied teaching schedules will make this a useful tool for social studies teachers. It is a first effort, designed to fill a particular need suggested by classroom

experience. Any suggestions from teachers or other interested persons as to how it might be improved would be welcome. If the Guide enables greater numbers of secondary level instructors to present the Middle East more effectively to their students and, thereby, to stimulate the interest of more young people in an increasingly important part of the world, then its purpose will have been well served.

Special thanks are due to the Khashoggi (formerly Triad) Foundation and to Denoyer-Geppert for grants which made the preparation of this Guide possible.

CONTENT PRIORITY TEACHING GUIDELINES

THREE WEEK UNIT

A. GEOGRAPHY

Unit includes:

1. Outline maps which may be copied (Annex A). The two part series, entitled The Twentieth Century Middle East, includes maps of North Africa and those areas considered to be part of the traditional Middle East; a map of the territory involved in the Arab-Israeli conflict is also provided.
2. Students should be prepared to locate and label the following on a blank outline map of the Middle East:
    a) All countries of the Middle East.
    b) Capitals and other important cities.
    c) Points of geo-political importance.
    d) Religious centers.
    e) Major oil fields.
    f) Bodies of water.
    g) Deserts.
    h) Areas of the Arab-Israeli conflict.

B. HISTORY, POLITICS AND ECONOMICS

Unit includes:

1. The areas occupied by early Middle Eastern empires,

e.g., Egyptian, Persian, Greek, Roman, Arab and Ottoman.

2. Arab contributions to civilization, e.g., as innovators in medicine and architecture, and as transmitters of knowledge from ancient times.* ("The Arch, Zero and the Orange")
3. Review of Middle East history in this century with emphasis on the collapse of the Ottoman Empire, the post-World War I period of colonial occupation, Arab nationalism, pan-Arabism, Zionism, World War II and the post-war period, the development of independence movements and the establishment of independent nations in the Middle East. ("From World Empire to Modern Nations," "Exile and Homecoming" and "The Arab World")
4. The establishment of Israel and a review of Arab and Israeli positions regarding the legitimacy of Israel; the roots of the Arab-Israeli conflict, with emphasis on developing an appreciation for the geography of the region and the causes and effects of the Arab-Israeli wars of 1948, 1956, 1967 and 1973 as well as current efforts to estab-

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*Source materials to which reference is made in the text are found under corresponding section headings in "Sources."

lish peace in the region. (The Middle East: The Israeli Experience)

5. Positions held by the involved parties regarding the Palestinian claim to a homeland and their conflicting historical claims regarding the Holy Land.

C. RELIGION

Unit includes:

1. An examination of the Five Pillars of Islam (Profession of faith, prayer, charity, fasting and pilgrimage). (The Rise of Islam, Patterns of Beauty)
2. The role of Islam in the contemporary Middle East.
3. The basic tenets of Christianity and Judaism.
4. A review of the location and a discussion of the religious significance of Mecca and Medina to Islam, and of Jerusalem to Islam, Christianity and Judaism.
5. The similarities and differences among Christianity, Islam and Judaism, e.g., monotheism, concepts of good and evil, forgiveness, life after death, holy books, the role of Christ, and dietary prohibitions. (The Great Islamic Empires)
   Note and discuss the degree of ignorance in the West about Islam, in part due to a general unfamiliarity with the area and its languages,

and the persistence of cultural, ethnic and religious prejudice. Emphasize that what we have in common should make us much more understanding of each other.

6. Some common stereotypes and misconceptions Americans have concerning Islam, e.g., that Muhammad was divine, that Islam is a polytheistic faith, that Islam has, through history, practiced intolerance and cruelty toward Christianity and Judaism, that Muslims are idolators and heathens.

D. LIFE IN MIDDLE EASTERN SOCIETIES

Unit includes:

1. A definition and description of nomadic, peasant and urban life. ("The Bedouins," "An Egyptian Village" and "Cairo-the New City and the Old"; "Egypt: Balancing Its Past and Future," "Cairo: Restless Center of the Arab World") A brief examination of the bonds that link Arabs together, as well as the factors contributing to disputes among Arab states and between the Arabs and their neighbors.
2. Customs, traditions and their origins with reference to courtship, marriage, monogamy and polygamy, childbearing and the role of women. Emphasize the role of the extended family in

Middle Eastern societies and the importance of the reputation of the family as a force in the conduct of human affairs.

3. Selected stereotypes applied to Arabs by many Americans and other Westerners.
4. Contrast some of the major differences characterizing modes of existence in the Arab world, Turkey, Israel and Iran.
5. The role of the city in the life of the Middle East.

CONTENT PRIORITY TEACHING GUIDELINES

SIX WEEK UNIT

A. GEOGRAPHY

Unit Includes.

1. Outline maps which may be copied (Annex A). The two part series, entitled The Twentieth Century Middle East, includes maps of North Africa and those areas considered to be part of the traditional Middle East; a map of the territory involved in the Arab-Israeli conflict is also provided.
2. Students should be prepared to locate and label the following on a blank outline map of the Middle East:
    a) All countries of the Middle East.
    b) Capitals and other important cities.
    c) Population concentrations: What are the factors contributing to the development of the Nile Valley, the Fertile Crescent, the North African coastal area?
    d) Points of geo-political importance.
    e) Religious centers.
    f) Oil fields.
    g) Bodies of water.
    h) Deserts
    i) Areas of the Arab-Israeli conflict.

B. HISTORY, POLITICS AND ECONOMICS

Unit includes:

1. Early Middle Eastern empires, e.g., Egyptian, Persian, Greek, Roman, Arab, Byzantine and Ottoman.
2. Arab contributions to civilization, e.g., as innovators in medicine and architecture and as transmitters of knowledge from ancient times of astronomy, chemistry, mathematics and navigation. ("The Arch, Zero and the Orange")
3. Middle East history in this century, with emphasis on the collapse of the Ottoman Empire, the post-World War I period of colonial occupation, Arab nationalism (to include the impact of European nationalism and democracy on the growth of Arab nationalism), pan-Arabism, Zionism, World War II and the post-war period, the development of independence movements, wars of national liberation, the establishment of independent nations in the area, foreign economic domination and the reaction of Middle Eastern nations and the role of religion in their domestic and foreign policy. ("From World Empire to Modern Nations," "Exile and Homecoming" and "The Arab World")

4. The establishment of Israel and a review of Arab and Israeli positions regarding the legitimacy of Israel; the roots of the Arab-Israeli conflict, with emphasis on developing an appreciation for the geography of the region, the causes and effects of the Arab-Israeli wars of 1948, 1956, 1967 and 1973, as well as current efforts to establish peace in the region. (The Middle East: The Israeli Experience)
5. The positions held by the involved parties regarding the Palestinian claim to a homeland, and the conflicting historical stands regarding the Holy Land.
6. The location of Palestinian towns in Israel and refugee camps and towns in the occupied territories and in neighboring Arab states. Examine the history, motivation, methods, policies and plans for the future of the Palestine Liberation Organization (PLO). Survey the perceptions of the PLO and the Palestinians held by Israel, the United States, Arab states, and a number of selected members of the United Nations.
7. Review of current important personalities.

C. RELIGION

Unit includes:

1. An examination of the Five Pillars of Islam (Profession of faith, prayer, charity, fasting and pilgrimage). (The Rise of Islam, Patterns of Beauty)
2. The role of Islam in the contemporary Middle East.
3. The basic tenets of Christianity and Judaism.
4. A review of the location and a discussion of the religious significance of Mecca and Medina to Islam, and of Jerusalem to Islam, Christianity and Judaism.
5. The similarities and differences among Christianity, Islam and Judaism, e.g., monotheism, concepts of good and evil, forgiveness, life after death, holy books, the role of Christ and dietary prohibitions. (The Great Islamic Empires) Note and discuss the degree of ignorance in the West about Islam, in part due to general unfamiliarity with the area and its languages, and the persistence of cultural, ethnic and religious prejudice. Emphasize that what we have in common should make

us much more understanding of each other.

6. Some common stereotypes and misconceptions Americans have concerning Islam, e.g., that Muhammad was divine, that Islam is a polytheistic faith, that Islam has, through history, practiced cruelty and intolerance toward Christianity and Judaism, that Muslims are idolators and heathens.

D. LIFE IN MIDDLE EASTERN SOCIETIES

Unit includes:

1. A definition and description of nomadic, peasant, urban as well as Bedouin contributions to Arab culture. A brief examination of the bonds that link Arabs together and the factors contributing to disputes among Arab states and between the Arabs and their neighbors.
2. The role of the city in the life of the Middle East and review of the population concentrations in various areas of the Middle East.
3. Customs and traditions and their origins with reference to courtship, marriage, monogamy and polygamy, childbearing and the role of women. Emphasize the role of the extended family in Middle Eastern societies and the importance of

the reputation of the family as a force in the conduct of human affairs.

4. Examination of selected stereotypes applied to Arabs by many Americans and other Westerners.
5. Contrast some of the differing modes of existence in the Arab world, Turkey, Israel and Iran.
6. An examination of life in contemporary Israeli society and the effects of Israel's historical development on its people.

CONTENT PRIORITY TEACHING GUIDELINES

NINE WEEK UNIT

A. GEOGRAPHY

Unit includes:

1. Outline maps which may be copied (Annex A). The two part series, entitled The Twentieth Century Middle East, includes maps of North Africa and those areas considered to be part of the traditional Middle East; a map of the territory involved in the Arab-Israeli conflict is also provided.
2. Students should be prepared to locate and label the following on a blank outline map of the Middle East:
    a) All countries of the Middle East.
    b) Capitals and other important cities.
    c) Population concentrations: What are the factors contributing to the development of the Nile Valley, the Fertile Crescent, the North African coastal area?
    d) Points of geo-political importance.
    e) Religious centers.
    f) Oil fields.
    g) Bodies of water.
    h) Deserts.
    i) Areas of the Arab-Israeli conflict.

B. HISTORY, POLITICS AND ECONOMICS

Unit includes:

1. Early Middle Eastern empires, e.g., Egyptian, Persian, Greek, Roman, Byzantine, Arab and Ottoman. Introduce map exercises demonstrating the extent and duration of each empire. ("Rise of Islam," "From Mecca to Baghdad" and "The Great Islamic Empires")
2. A detailed examination and listing of Arab contributions to civilization, e.g., as innovators in medicine and architecture and as transmitters of knowledge from ancient times of astronomy, chemistry, mathematics and navigation. (Ibid.) An examination of the reasons why Western civilization has generally minimized or ignored the genius of Arab civilization.
3. Middle Eastern history in this century, with emphasis on the collapse of the Ottoman Empire, the post-World War I period of colonial occupation of much of the Middle East, Arab nationalism to include the impact of European nationalism and democracy on the growth of Arab nationalism, pan-Arabism, Zionism, World War II and the post-war period, the development of independent nations in the area, foreign economic domination and the reaction

of Middle Eastern nations to this situation and the role of religion in their domestic and foreign policy. ("From World Empire to Modern Nations," "Exile and Homecoming" and "The Arab World")

4. The history of Zionism and the experiences of Jews and Christians in Arab lands; the treatment of European Jews before and during the Nazi period; the post-World War II period of Jewish immigration to Palestine and world opinion concerning the plight of the Jews and U.S. policy toward the establishment of a Jewish state. Examine the establishment of the state of Israel and review Arab and Israeli positions regarding its legitimacy. Review the roots of the Arab-Israeli conflict, with emphasis on developing an appreciation for the geography of the region and the causes and effects of the Arab-Israeli wars of 1948, 1956, 1967 and 1973, as well as current efforts to establish peace in the region. (The Middle East: The Israeli Experience)
5. The Palestinian claim to a homeland and the conflicting historical claims to the Holy Land put forward by Palestinians and Israelis.
6. The location of Palestinian towns in Israel and refugee camps and towns in the occupied territories and in neighboring Arab States. The history, motivation, methods, policies and plans for the future of the Palestine Liberation Organization (PLO). Survey the percep-

tions of the PLO and of the Palestinians held by Israel, the United States, Arab States and a number of selected members of the United Nations.

C. RELIGION

Unit includes:

1. The Five Pillars of Islam (profession of faith, prayer, charity, fasting and pilgrimage). (The Rise of Islam, "The Prophet, the Conquest and the Culture")
2. The role of Islam in the contemporary Middle East.
3. The role of the pilgrimage (Hajj) as a unifying factor in the Middle East.
4. Viewing and studying some examples of Islamic art as seen in the traditional architecture and interior decoration of mosques. (The Gift of Islam)
5. The basic tenets of Christianity and Judaism.
6. Review of the location and religious importance of Mecca and Medina to Islam, and of Jerusalem to Islam, Christianity and Judaism. Note the similarities and differences among Christianity, Islam and Judaism, e.g., monotheism, concepts of good and evil, forgiveness, life after death, holy books, the role of Christ and dietary prohibitions. (The Great Islamic Empires) Note and discuss the degree of ignorance in the West about Islam, in part due to general unfamiliarity with the area and

its languages, and the persistence of cultural, ethnic and religious prejudice. Emphasize that what we have in common should make us much more understanding of each other.

7. Some common stereotypes and misconceptions Americans have concerning Islam, e.g., that Muhammad was divine, that Islam is a polytheistic faith, that Islam has, through history, practiced cruelty and intolerance toward Christianity and Judaism, that Muslims are idolators and heathens.

D. LIFE IN MIDDLE EASTERN SOCIETIES

Unit includes:

1. A definition and description of nomadic, peasant and urban life. ("The Bedouins," "An Egyptian Village" and "Cairo-the New City and the Old"; "Egypt: Balancing Its Past and Future," "Cairo: Restless Center of the Arab World")
   An examination of the bonds that link Arabs, as well as some of the factors contributing to disputes among Arab states and between the Arabs and their neighbors. Discuss Bedouin life and its contributions to Arab culture. Note the benefits, responsibilities and difficulties of membership in a Bedouin society.
2. The role of the city in the life of the Middle East and a review of the development of population

concentrations in its various areas. Compare and contrast Middle Eastern urban life with that of an American city; for instance, compare Cairo and Chicago.

3. Customs and traditions and their origins with reference to courtship, marriage, monogamy and polygamy, childbearing and the role of women. Emphasize the role of the extended family in Middle Eastern societies and the importance of the reputation of the family as a force in the conduct of human affairs. Examine change in the area with special emphasis on the changing role of women, the effects of modernization on traditional styles and values, the impact of western-educated Middle Easterners on their societies when they return home, and the potential for unrest that may occur in nations that fail to provide opportunities for the ever-increasing number of better educated citizens entering the work force. ("Modern Women of Syria," Transition Generation: A Third World Problem)

Review some of the major differences between the role of the family in the traditional Middle East and in the United States. Compare and contrast the different roles of men and women in the tradi-

tional Middle East and in the United States.

4. Display and discussion of examples of Middle Eastern ceramics, metalwork, jewelry, rugs, calligraphy and architecture.
5. Selected stereotypes of Arabs commonly held by many Americans and other Westerners.
6. Some of the differing modes of existence in the Arab world, Turkey, Israel and Iran.
7. Life in contemporary Israeli society and the effects of Israel's historical development on its people.

CONTENT PRIORITY TEACHING GUIDELINES

EIGHTEEN WEEK UNIT

A. GEOGRAPHY

Unit includes:

1. Outline maps which may be copied (Annex A). The two part series, entitled The Twentieth Century Middle East, includes maps of North Africa and those areas considered to be part of the traditional Middle East; a map of the territory involved in the Arab-Israeli conflict is also provided.
2. Students should be prepared to locate and label the following on a blank outline map of the Middle East:
    a) All countries of the Middle East.
    b) Capitals and other important cities.
    c) Population concentrations: What are the factors contributing to the development of the Nile Valley, the Fertile Crescent, the North African coastal area?
    d) The extent of Arab civilization.
    e) Points of geo-political importance.
    f) Religious centers.
    g) Oil fields and refineries.
    h) Bodies of water.
    i) Deserts.

j) Agricultural zones and products.

k) Areas of the Arab-Israeli conflict.

l) Areas of military-strategic significance.

3. Each country presented in outline on a blackboard or in transparencies with a listing of important cities, industrial products, agricultural regions, current political orientation and leadership, colonial experience and foreign affairs. Locations of ancient ruins of historical and archeological importance may also be discussed.

B. HISTORY, POLITICS AND ECONOMICS

Unit includes:

1. Early Middle Eastern empires, e.g., Egyptian, Persian, Greek, Roman, Byzantine, Arab and Ottoman. Introduce map exercises demonstrating the extent and duration of each empire. ("Rise of Islam," "From Mecca to Baghdad" and "The Great Islamic Empires")

2. Arab contributions to civilization, e.g., as innovators in medicine and architecture and as transmitters of knowledge from ancient times of astronomy, chemistry, mathematics and navigation. ("The Arch, Zero and the Orange"; "Rise of Islam," "From Mecca to Baghdad" and "The Great Islamic Empires")

Contrast the state of medical knowledge in the twelfth century in the Arab world with that of the twelfth, sixteenth and eighteenth centuries in Europe. Review a number of current high school world history civilization textbooks to determine how accurate and adequate an examination of history and contributions of the Arab world is provided. ("Knowledge of the World")

3. Middle East history in this century with emphasis on the collapse of the Ottoman Empire, the post-World War I period of colonial occupation of much of the Middle East, Arab nationalism to include the impact of European nationalism and democracy on the growth of Arab nationalism, pan-Arabism, Zionism, World War II and the post-war period, the development of independence movements, wars of national liberation, the establishment of independent nations in the area, foreign economic domination and the reaction of Middle Eastern nations to this situation and the role of religion in their domestic and foreign policy.
4. The History of Zionism and the experience of Jews and Christians in Arab lands; the treatment of European Jews before and during the Nazi period,

the post-World War II period of Jewish immigration to Palestine, world opinion concerning the plight of the Jews and U.S. policy toward the establishment of the state of Israel and review roots of the Arab-Israeli conflict, with emphasis on developing an appreciation for the geography of the region and the causes and effects of the Arab-Israeli wars of 1948, 1956, 1967 and 1973. Evaluate current efforts to establish peace in the region. (The Middle East: The Israeli Experience)

5. Life in Israel and the Arab world, emphasizing governmental structure, economic systems, agriculture, industry, relations with the United States and the civil rights of minorities.
6. The positions held by the involved parties regarding the Palestinian claim to a homeland, and the conflicting historical claims to the Holy Land.
7. Location of Palestinian towns in Israel and refugee camps and towns in the occupied territories and in neighboring Arab states. Examine the history, motivation, methods, policies and plans for the future of the Palestine Liberation

Organization (PLO). Survey the perceptions of the PLO and the Palestinians held by Israel, the United States, Arab states and a number of selected members of the United Nations.

8. History of foreign presence in the Middle East, including the colonial relationship between France and Algeria and between England and Egypt; further, examine the economic-military relationship between Saudi Arabia, Iran, Israel and the United States, and between Egypt and the Soviet Union and the United States.

9. Political and economic effects of modernization on Middle Eastern nations, including a detailed examination of statistics showing crude petroleum reserves, new discoveries, production, consumer demand and changes in income over the past ten years.

C. RELIGION

Unit includes:

1. The Five pillars of Islam (profession of faith, prayer, charity, fasting and pilgrimage). (The Rise of Islam and "The Prophet, the Conquest and the Culture")

2. The role of Islam in the contemporary Middle East.

3. The role of the pilgrimage (Hajj) as a unifying factor in the Middle East.
4. The life of the Prophet Muhammad and the expansion of Islam and its relationship to conquered peoples of monotheistic and polytheistic faiths. (From Mecca to Baghdad)
5. Study portions of The Holy Quran, discussing its role as a moral guide for Muslims. Review its influence on education and the legal code.
6. The basic tenets of Christianity and Judaism. Note similarities and differences among Christianity, Islam and Judaism, e.g., monotheism, concepts of good and evil, forgiveness, life after death, holy books, the role of Christ and dietary prohibitions. (The Great Islamic Empires) Note and discuss the degree of ignorance in the West about Islam, in part due to a widespread lack of familiarity with the area and its languages, and the persistence of cultural, ethnic and religious prejudice. Emphasize that what we have in common should make us much more understanding of each other.
7. Some common stereotypes and misconceptions Americans have concerning Islam, e.g., that Muhammad was divine, that Islam is a polytheistic faith,

that Islam has, through history, practiced cruelty and intolerance toward Christianity and Judaism, that Muslims are idolators and heathens.

8. Islam in the twentieth century: the effects of modernization on Islam and the effects of Islam on modernization in the Middle East. (From World Empire to Modern Nations)

9. A review of the location and a discussion of the religious importance of Mecca and Medina to Islam, and of Jerusalem to Islam, Christianity and Judaism.

10. The influence of Islamic philosophy on architecture, design, color and artistic creativity. (The Gift of Islam, Pattern of Beauty, The Great Islamic Empires) Examine some examples of Islamic art illustrated in the traditional architecture and interior decoration of mosques. (The Gift of Islam)

D. LIFE IN MIDDLE EASTERN SOCIETIES

Unit includes:

1. A definition and description of nomadic, peasant and urban life. ("The Bedouins," "An Egyptian Village" and "Cairo-the New York City and the Old"; "Egypt: Balancing Its Past and Future" and "Cairo: Restless Center of the Arab World")

An examination of the common bonds that link Arabs, as well as some of the factors contributing to disputes among Arab states and between the Arabs and their neighbors. Discuss Bedouin life and its contributions to Arab culture. Note the benefits, responsibilities and difficulties of membership on a Bedouin society. Discuss examples of struggle for national self-determination such as those of the Kurds and the Palestinians.

2. The role of the city in the life of the Middle East and review of the development of population concentrations in its various areas. Compare and contrast Middle Eastern urban life with that of an American city; for instance, compare Cairo and Chicago. Examine and contrast life styles in various Middle Eastern cities such as Cairo, Jerusalem, Tehran, Tunis, Benghazi, Aswan and Tel Aviv.
3. The various ethnic and linguistic groups found in the area.
4. Customs and traditions and their origins, with reference to courtship, marriage, monogamy and polygamy, childbearing and the role of the women.

Emphasize the role of the extended family in Middle Eastern societies and the importance of the reputation of the family as a force in the conduct of human affairs. Examine change in the area with special emphasis on the changing role of women, the effects of modernization on traditional styles and values, the impact of western-educated Middle Easterners on their societies when they return home, and the potential for unrest that may occur in nations that fail to provide opportunities for the ever-increasing number of better educated citizens entering the work force. ("Modern Women of Syria"; Transition Generation: A Third World Problem) Review some of the major differences between the role of the family in the traditional Middle East and in the United States. Compare and contrast the different roles of men and women in the traditional Middle East and in the United States.

5. Some of the differing modes of existence in the Arab world, Turkey, Israel and Iran.
6. Life in contemporary Israeli society and the effects of Israel's historical development on its

people.

7. Selected stereotypes of Arabs commonly held by many Americans and other Westerners.

8. Examine the question, "Why does western civilization fail to recognize adequately the great contributions of the Arabs to civilization"? The following questions can motivate discussions and elicit answers to the above question:

    a) Do we tend to be more interested in Europe because that is where most of us trace our heritage?

    b) Does our inability to communicate effectively through language limit our understanding of a different culture?

    c) Did the break in contact with the Arab world make us ignore or forget the advances of Islamic civilization?

9. Discussion of modernization in Middle Eastern societies should include:

    a) Increased income and rising expectation.

    b) Improved and extended education.

    c) Backlash against modernization and/or westernization.

    d) The changing role of women.

    e) Industrialization.

    f) Communications.

g) Urban congestion and overtaxing public services and utilities.

h) Modernization plans in different Middle Eastern states such as Israel, Egypt, Iran, Saudi Arabia and Libya.

i) Military strength and great power relationships.

10. Display and discussion of examples of Middle Eastern ceramics, metalwork, jewelry, rugs, calligraphy and architecture. ("Patterns of Beauty" and "The Gift of Islam")

11. Investigation of various Middle Eastern foods, contrasting the ingredients, methods of preparation, and nutritional value with the normal American diet.

SOURCES

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Christian Science Monitor (Boston)
Los Angeles Times
New York Times
Washington Post

These three journals, the last two representing contrasting viewpoints, publish serious, scholarly articles. The Middle East Journal is a particularly good research tool with an extensive book review section and listing of periodical literature.

Journal of Palestine Studies
Jerusalem Quarterly
Middle East Journal

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